

THE School Counselor

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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELORS ASSOCIATION

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AMERICAN SCHOOL COUNSELOR ASSOCIATION

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Our President Writes

Several references have been made recently to different "levels" of counselors needed in the school. Those who render "psychological first-aid" and those who are able to meet the needs of students with problems of depth.

To the first group, those rendering "psychological first-aid," has been assigned the job of registration, making changes of program, finding out why Johnny doesn't bring a pencil to class, helping to obtain employment, advising regarding extra-curricular activities, providing information about jobs or colleges, et cetera.

To other counselors would be assigned those students who indicate problems of considerable depth. These problems might be indicated by the student who has a high potential but is only doing average work or perhaps is failing; a student showing very aggressive reactions to classroom situations or perhaps to a very directive teacher, or perhaps the student has suddenly acquired a negative or different attitude toward his school work or his teachers. Illustrations in both categories could be multiplied by any counselor working directly with students.

What does this "division" of counseling duties mean to these observers: teachers, administrators and the lay public? Certainly, these opinions have been formed by observation and not by research!

Is the counselor's time taken up in handling "trivia?" Or are these things trivial in a given situation? A friend recently reminded me that a great many general practitioners in the medical field spend a majority of their time tending "running noses," (which is certainly not *unimportant* to the person suffering from the *common* cold)!

Or do these comments come because there is a feeling on the part of our observers that counselors do not have the training requisite to diagnose these problems of depth?

It has been my observation that there is a wide variety of "counselors" and "counseling activity." At one extreme is the group described by a professional man in a certain community as "tired old teachers who sit in the office and give good advice to students," and to the other extreme those counselors who display a very skillful handling of a wide variety of problems of students.

Is this difference a matter of administrative design, counselor acceptance or teacher pressure, or an indication of the level of training or competence of the counselor?

One of the real problems in the guidance movement today is the assessment of the role of the counselor. This is a problem in every new field. We do not have a background of tradition to uphold a particular administrative setup or a commonly accepted framework.

It is hoped that the recently acquired grant from the Fund for the Advancement of Education will give us some answers to these very vital questions. In the meantime, each of us as counselors can do some research on our own: How do we define our role? How does your administrator? How do the teachers in your school?

Do something about it! An "advisory guidance committee" may help to provide a better framework in which to operate. If additional training will enable you to help a wider group of students, get it!

Editorial

The theme of the APGA Convention in Philadelphia, April 11-14, 1960, is GUIDANCE AT THE CROSSROADS. Focusing our thinking and action on this vital concern is appropriate indeed. The guidance movement stands at the threshold of its greatest attainments. The eyes of the professional world are focused upon the personnel and guidance field. Leaders in industry and business are looking for help in meeting their problems in this era of automation. These leaders are concerned with supplying labor for its rapidly expanding facilities. Automation in what might be called the "second industrial revolution" is creating the need for increasing numbers of skilled workers and service people for the machines. Will the schools guide youth to obtain the necessary skills and thus meet industry's needs? Undoubtedly this is a two-way responsibility. Counselors need to be more thoroughly trained with respect to occupational information and business and industry must supply more information for personnel workers.

Educational administrators across the country are concerned with guidance services for all youth. They are critical of the things being done in guidance. Are test programs really worth while? Are they paying dividends that are in line with the time and money expended upon them? These are some of the questions being asked. More and more administrators are calling for curtailment of testing services. There are also strong feelings being expressed regarding the disproportionate amount of counselor time spent on college bound students. Educators are thinking that this is being done at the expense of the 70 per cent of the school population who do not go to college.

If school counselors are to meet the challenge posed by these major issues, consideration must be given to immediate and practical action. First, the school counselor must become a genuine professional worker and assume a personal responsibility for the services he renders. He must obtain the requisite knowledge in his field and see that he possesses the skills necessary for accomplishing his professional tasks and responsibilities of

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What The Counselor is Not¹

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PAUL L. GARDNER

If I hold this object up, so that you may all see it clearly, I think that you will have no difficulty in quickly identifying it as a book. You classified it instantaneously through a routinized process which you have long ago "built" into your perceptual apparatus in order to escape the necessity of paying attention to the familiar. And so it is with most of the everyday events involving people, places, and things in our lives.

Once we have categorized a phenomenon, all we need to do is pay attention to the label. However, labels are both general and specific. "Book" is a general classification, but if we could record the perceptual images which gave each of us the answer, what an infinite variety of specific meanings could be recorded. Does this book signify to you Poetry? Mystery? Science? Education? Could we safely assume that no two of us think of the book in the same way, because no two of us think of it from out of the same set of past experiences?

Now may I invite you to think about what this kind of perception may mean for how the school counselor is seen by the various people in the school and in the community? If each individual perceives in terms of his or her past experience, then we may assume that, although the school and community members will quickly identify the person holding the guidance position in the school as a counselor, they will vary in their perceptions of *what* the school counselor *is*, as much as we probably vary in our conceptualizations of what a book is. The resulting role-ambiguity, associated with the counselor in any one school is often extremely confusing, but the confusion might be eliminated by some kind of consensus as to what the counselor *is not*. Consequently, the major purpose of my paper today is to attempt to establish the perimeters of counselor functions by presenting a series of "is nots." (Each section introduced by a slide.)

The Counselor is not a Clerk

Since the counselor is a valuable person to have around when placement of students in the curriculum of the high school occurs, most administrators see to it that their counselor(s) remain a few weeks after the students leave for summer vacation, and return about two weeks before the opening of school in the fall.

Hoyt suggests that no more than 5 per cent of the counselor's time should be spent in administrative and clerical work. (7) Granted that this

¹ An address delivered at the APGA, 1959 Convention, Cleveland, Ohio.

percentage should understandably rise during the four week's extra duty of the counselor(s) under discussion, the question should be asked as to the relevancy of using the counselor as a clerk typist. For if the counselor can spend his time in preparing case studies, improving his occupational library, building local norms, doing a community survey, writing articles, and/or in reading and research, instead of performing the mechanical task of a clerk typist and registrar, the school would be much further ahead in their use of a professionally trained person, and ultimately have a much better guidance program in the school.

The Counselor is not a Substitute Teacher

The busy principal in search of a substitute teacher often asks the counselor to sit-in for an absent teacher, while he scurries about after a replacement for the counselor. If you recall our little experiment with perception and the resulting labeling idea, you will recognize the danger inherent in this seemingly innocuous request of a principal. This is a very sticky question in that on occasion the counselor might welcome the chance to get back into a classroom. Too, if he refuses to be used in such a capacity on professional grounds, he leaves himself open for criticism by the administration, and eventually by the staff. But, the counselor must live in the school setting, and this means living with a number of different kinds of people, as well as "fitting" into the school's operational system. If he defines his job perimeters too rigorously, he assumes authority which he has only in theory. If he takes a stand, how much backing can he expect to get from his professional organization?

Doctors do not serve as nurses; lawyers do not serve as courtroom clerks; engineers do not serve as electricians; and, counselors should not serve as substitute teachers.

The Counselor is not an Administrator

Occasionally, the administrator will inadvertently refer an irate parent with an administrative problem to the counselor. An actual ease comes to mind wherein a parent stormed into the Principal's office with "blood in his eye" and was quickly referred to the counselor before all the facts of the case were made known by the parent. The counselor was then faced with the parent who slammed a test paper down on his desk and demanded the counselor's reaction to it. It was a poorly dittoed copy, filled with misspelled words and errors in grammar. The parent wanted to know what kind of teachers were on the staff of the high school to which he sent his children.

The counselor could only react to the problem in one way, that being to maintain a neutral position (if this is ever possible), and maneuver the parent back to the Principal's office.

A close working relationship between the counselor and the principal and a reciprocal understanding of each other's roles is imperative to an effective handling of such situations as illustrated by the incident just described.

The Counselor is not a Source of Evidence

The private nature of the counseling interview often results in the counselor being perceived (and thus labeled) as a person *who knows things about boys and girls* that others in the school do not. As a matter of fact, a counselor may often be forced to rigorously defend his claim to "privileged communication," when pressured by administrators, parents, teachers, law enforcement agencies, or school board members to reveal certain *alleged data* on a particular boy or girl.

It is immoral for a counselor to break a counselee's confidence, for the counselor is trained to create an atmosphere in his office which is conducive to freedom in self-disclosure by his counselee. Such an atmosphere is structured on mutual understanding, trust, acceptance, and dignity. No counselor should be asked to reveal confidences gained under such conditions, and—no counselor should break such confidences no matter what the threat or cost to himself.

The counselor can avoid much of the "busy-body" probing of administrators and teachers by making it a practice never to put anything in his boys' and girls' folders that might harm them in any way if read by some one searching for *additional* information. Another device, of course, is the maintenance of a confidential file in addition to the regular case notes.

The Counselor is not an "IQ" Divulger

The tendency to label and then think in terms of the label certainly seems to describe the teacher who rushes madly into the counselor soon after school begins and requests the "IQ" scores of all her boys and girls. This can be a particularly touchy problem for a new counselor dealing with a teacher of long service who had always gotten her scores from the counselor who preceded the new one.

This kind of situation can be avoided in the school that has a well-informed administrator and competent guidance staff. Through a well-organized in-service training program, and the involvement of teachers on a school guidance committee, the entire school can become aware of the meanings behind such things as: intelligence quotients, general ability tests, achievement tests, interests blanks, personality profiles and inventories; in relation to their values, in aiding the school provide the best possible educational opportunities for all the boys and girls of the school.

Such thinking and action on the part of those concerned with the lives of the students in the educational setting can help remove the perceptual

sterility that results when such labels as: average, dull, incorrigible, neurotic, ad infinitum, are tagged onto boys and girls.

The Counselor is not a Disciplinarian

High school students, since they are usually struggling with some phase of their adolescent development, tend to see all adults as authority figures of one kind or another. Too, since it is a time in their development where a struggle occurs with such figures, as they attempt to break away from the domination of adults in the home, in the school and in the community, they tend to view with suspicion any person who has the power to exert some kind of influence on their developing but tenuous autonomy. Since the counselor is neither an administrator nor a teacher, he is in a strategic position to work with these boys and girls during the so-called *Sturm und Drang* of their adolescent years. If he is to succeed in helping his counselees develop a better understanding of these years, and themselves as they proceed through them, he must not permit himself to be seen in the role of a disciplinarian. If this occurs, the counselor no longer can operate effectively in a helping relationship to students for they will not trust him to do so.

There is a natural tendency for over-worked teachers to shuttle pesty little problems to the counselor. They seem to see the counselor and his office as a catch-all for any little disciplinary problem. As a matter of fact, I once had a perfectly disreputable "gum-chewer" tell me that his teacher threatened him that the next time she caught him chewing gum she would send him to the counselor. (Didn't seem to frighten him much.)

The counselor, to be sure, deals with discipline, but it is a discipline of behavior, not a deference to legislated rules and regulations established by those in power. He helps boys and girls look at themselves in relation to their environment and rather *gently* points out the various aspects of the interaction process in terms of operating successfully in that environment—the various advantages and disadvantages which accompany behavioral acts of one kind or another. He attempts to enable students to see consequences of behavior, and the effects such behavior can have on them over a period of time. The counselor helps them understand themselves in terms of why they act certain ways many times against their own better judgment. This "sensitivity" to the essence of another human being, who is still undergoing structural changes and having difficulty in engineering a firm framework on which to hang his manhood, is not, to my way of perceiving, *spoon-feeding*, but simply—good counseling.

The Counselor is not a Teacher-Therapist

If any of you have read Jersild's *When Teachers Face Themselves*, this section will have further perceptual meaning to you; if you have counseled in a large high school (or for that matter a small) high school, it will have its impact upon your senses; if you have done neither, a word or two of explication is in order.

Age is no criterion for ruling out the possibility of emotional disturbances, although one would tend to perceive the teacher as a person immune to the "slings and arrows of outrageous fortune." Yet, the high school counselor is often placed in a position where it becomes quite evident to him that a certain faculty member, or several, have begun manifesting behavior highly suggestive of deep, underlying anxiety, or indicative of any number of possible disturbed emotional states.

What should the counselor do when he becomes aware of something as touchy as any of the above possibilities could be? Should he tell the teacher(s) what he suspects? And, suggest appropriate referral sources? Should he attempt therapy? Should he report his thinking to the Principal? Should he become involved with teachers in any way other than professionally in the sense of dealing with school problems and school business?

The Counselor is not a Psychiatrist

Perhaps a paragraph or two from Bordin's *Psychological Counseling*, will help supply possible answers to the questions just asked.

Bordin suggests (1955), and I paraphrase, that it is imperative that anyone, who is in a position to manipulate a relationship for therapeutic purposes, realize that he then creates a situation capable of *hurting* people as well as helping them.

Thus, the school counselor needs to be fully aware of his position in the school in respect to his responsibilities and regarding the limitations of his training.

It is a real temptation for the counselor, especially one who is particularly enthused with his work, to avoid referral of a so-called "hot-potato," until he has tried his hand at *reducing* the problem. His background training in psychology and guidance has supplied the counselor with a general understanding of many psychological symptoms which indicate possible personality disturbances of a severe nature. This knowledge is necessary to the counselor in order that he may recognize danger signals quickly, and institute such preventative action as may be applicable and available to the individual concerned. The counselor who probes beyond his depth is risking the future happiness of his counselee, as well as his own.

The Counselor is not a "Political Appointee"

Administrators tend to select their counselors from among the teachers on their staffs. If they happen to have a qualified person on their faculty, or one who could meet the certification requirements for the school counselor with the taking a few additional hours of graduate training, there is not anything especially wrong with selecting such a person for the job of the school counselor. However, if the principal sees the position of the counselor as being a "plum" which he can give to some faculty member who has been faithful and supportive throughout the years, it rapidly becomes tainted with political contamination. Too, if the administration, in general, sees the counselor's position as a excellent *proving-ground* in which to train a potential administrator, it adds still another dimension to the perceptual distortion of the school counselor's role in those who are trying to see what he is. Therefore, it is important that the counselor meet certification requirements, and that he be a professional person. In so doing, such situations as these would never occur for administrators and their faculties would know that the counselor is not a political appointee.

The Counselor is not a Soothsayer nor a Magician

There is a tendency for most of us to want quick answers to questions that necessitate more than an ordinary amount of personal research. The so-called expert, or specialist in our society is the person upon whom we depend for such answers. In a fast-paced life, such as we see about us in today's milieu, it is quite important that we have the expert available to fulfil our need for quick prescriptions to our problems. So, it is little wonder that teachers look to the counselor for answers to their educational problems. After-all, he supposedly is the expert on such matters, as well as being expert in dealing with the socio-emotional problems which inevitably turn up in their classrooms.

The counselor is not a soothsayer with a crystal ball and other devices for giving answers. He is not infallible. He has competencies gained through study and practice, which qualify him to help others find answers for themselves, but he does not supply answers. The counselor is a person, not a demi-god.

A good counselor can help students discover themselves as instruments of inquiry; but he can not predict careers for boys and girls. He can help students find information; he can describe various opportunities for them, but he can not foretell the future.

A counselor can explain the tools of his trade to teachers, as to the rationale of a test, an inventory, or an anecdotal record, but he can not prophesy specific outcomes of such devices, nor can he use such devices to

supply exact answers to teachers as to the meaning of such data for any of their students.

The counselor is not a magician, nor are his trappings those of a Merlin. He does not try to amuse his audience through legerdermain, nor fool them into only what he wants them to see.

The Counselor is not a Prescriber

While some of you may not agree with this idea, it seems to me that the counselor should not prescribe this and that course of action for his boys and girls. These individuals are at a stage in their lives where it is important to them to have the opportunity to make their own decisions on most aspects of their lives. If a counselor prescribes for the students, he contributes to the prolonging of adolescence, *which seems prolonged enough as it is*. Too, the students who come to the counselor are representative of a group of individuals, who by and large, have been under the prescription of adults throughout their lives. Some are rebelling against this control, while others are so encapsulated in the *cocoons of submissiveness* which were woven by their parents, that they become frightened if the counselor even suggests that they might make a decision on their own. The skillful counselor will not prescribe for either example of student just described, but rather help both to better understand themselves, in order that the first may channel his rebellion into constructive action patterns, and the second, find his way out of the thick, protecting layers of his prison, so that he might have a chance to try his wings in a new and exciting role as an independent human being.

The Counselor is not a Recluse

One important criterion of good counseling is availability. There are times when the counselor must leave the office during the school day—for committee meetings, in-service training programs, or for visits to community agencies—but these should be kept to a minimum. If the counselor has desk-work to perform, he should do it with his door open. A closed door can be an ominous thing to a boy or girl in need of a counselor.

The Counselor is not a Teacher

Despite the opinions of some of my colleagues, and the writings of others, I do feel that the counselor should not be a part-time teacher. For, as the opening of this paper indicated, people see in terms of their past experiences, and consequently in terms of their particular systems of labels which they have for various and sundry phenomena in their environments. If this holds, how can any of us perceive the school counselor, who is counseling part-time and teaching the other half of the day? How can the students in the school conceptualize any meaningful image of the counselor who

may also be their teacher? Can students really trust a counselor with some of their more important confidences, if that counselor is a person who may give them grades at some time in the future?

The subject matter of the counselor is the self of the student. It is a little difficult to grade this material, and it is still more difficult to deal with it in the usual instructional sense, or with any of a wide variety of classroom materials. While a great deal of learning may take place in the counseling interview—it is a learning arising out of a permissive, non-threatening, non-prescriptive, warm, psychological climate created by a person, who is not concerned with “ground to be covered,” standards of behavior and performance to be maintained, punishment to be administered, the eliciting of promise and resolutions; but rather, being of help to another human being who is struggling to find out *who he is, what he is*, and establish some kind of purpose in order to unravel his life pattern into a meaningful mosaic.

While the teacher has his role to play in helping the student to develop certain skills with which to add to his effectiveness as a human being, he is limited in his opportunity to help those students, who for one reason or another have brought into his classroom and into the school, personalities which are in need of individualized attention. The teacher does not have the time to deal with such students, nor does he usually have the necessary training to handle such problems. If he is a part-time counselor, he will inevitably encounter resistance in his counselees for the reasons mentioned earlier in this section. Perhaps more important than any of the possible reasons for the teacher not being assigned to a half day of counseling, is that his major interest probably lies in the classroom, and counseling in this case is simply a prestige position, which, though interesting, really takes time away from his classes and his students.

The reverse is true for the teacher-counselor, who prefers counseling to teaching. It seems that teaching is a full time job if done adequately, and most certainly, this holds for counseling. Therefore, to our way of thinking, the counselor is not a classroom teacher.

This brings us to a close of what seems to me to be the more important aspects of what the job of the school counselor is not. While admittedly, a trace of some of these elements may creep—on occasion—into the counselor's day, they should not be allowed to predominate.

I hope that our excursion through the land of “is nots” has helped you, as it has me, to take a critical look at the school counselor in such a way as to become more sensitive to what he is, as well as to what he is not.

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the counselor. This calls for the leaders of the counseling profession to meet with educational administrators on the national, regional, and local level. These meetings are a must. Discussions around a conference table can do much to clarify the issues and to enable our schools to meet the challenge of today's and tomorrow's world. Third, similar meetings should be held between counselors, educators, and representatives of business and industry.

The American School Counselors Association can lead the way. We cannot afford to allow this opportunity to go unchallenged. Encourage your Board of Governors to take immediate action. They can assume the leadership in making school counseling a genuine profession but they will need the support of every counselor-on-the-job.

High School Students' Understanding of the Duties of Their Counselors

Counselor Arroya High School, El Monte, California

JACK W. WILLIAMS

In the fall of the school year 1958-59 the Guidance Department of the El Monte Union High School District undertook to determine the students' understanding of the "duties of a high school counselor." The school district employs 13 counselors. Ten of these are full time counselors and the remaining 3 counselors have teaching assignments in addition to their counseling duties. The student-counselor ratio is approximately 1 counselor to 500 students for each of the three high schools in the district.

The purpose of the study was an attempt to gain greater insight into the functioning of the guidance program by measuring the students' understanding of the duties of a high school counselor. Needless to say, the students' understanding included some mis-information, but the gratifying fact remained that from a cross-section sampling of approximately one-third of the district's 5800 students, there was a breadth and depth of understanding that exceeded the counselors' expectations.

The instrument used was an Open-end Statement addressed to the student, and it was entitled: "We Need Your Help!" The instrument went on to ask the student to list his understanding of "what the duties of your high school counselors are." Some of the students' responses were listed in outline form by enumerating specific duties of counselors. Other responses were given in an essay form. One of the painstaking tasks was to set up identifying categories under which to tally the students' responses. The tallies were broken down into responses for boys and girls. Table I shows the responses that were made by 5 per cent or more of the group sampled. (See Table I.)

Table I has the responses arranged in the order of greatest frequency of response. It is interesting to note that by far the greatest frequency mentioned was that with regard to "Helping with problems." It may be assumed that these problems ranged from personal and social to educational, vocational, etc. In some cases the student referred to this category as a personal problem, but generally the statement referred to "problems" without specifying the particular kind of problem that the student had in mind. This represented one-half of the combined responses. "Choosing subjects best suited for student" and "Planning student's program" represented approximately one-third of the total responses. For further numbers and percentages refer to Table I.

TABLE I
*Responses of Students' Understanding of the Duties of High School
 Counselors*

(1974 students responding)

Responses	Total		Boys		Girls	
	N	%	N	%	N	%
Helping with problems.....	1004	51	418	42	586	58
Choosing subjects best suited for student.....	680	34	325	32	355	35
Planning student's program.....	674	34	312	31	362	36
Helping when in trouble.....	453	23	231	23	222	22
Changing program when needed.....	399	20	190	19	209	21
Preparing for job, occupation, or career.....	361	18	151	15	210	21
Obtaining employment.....	304	15	135	13	169	17
Helping student enjoy, understand, and appreciate school.....	284	14	132	13	152	15
Giving student advice and answering questions.....	267	14	118	12	149	15
Helping student with home problems.....	222	11	62	6	160	16
Providing information about colleges.....	219	11	104	10	115	11
Understanding a student's point of view.....	176	9	64	6	112	11
Preparing for future after school.....	174	9	71	7	103	10
Talking to parents, guardians, or relatives.....	174	9	76	8	98	10
Helping student better understand teacher.....	174	9	66	7	108	11
Preparing for junior college or college.....	173	9	92	9	81	8
Aiding with studies and study habits.....	171	9	71	7	100	10
Helping new student enroll, become acquainted and oriented.....	158	8	74	7	84	8
Helping with studying difficulties in a specific class..	157	8	62	6	95	9
Talking to student in conference.....	148	7	71	7	77	8
Helping with school activities and social functions...	131	7	64	6	67	7
Understanding student's abilities and helping him use them.....	124	6	55	5	69	7
Talking about classroom difficulties and misbe- havior.....	119	6	49	5	70	7
Discipline or punish student.....	107	5	47	5	60	6
Helping with tardiness, truancy and attendance problems.....	101	5	49	5	52	5
Helping student get along with other persons and make friends.....	100	5	41	4	59	6
Keeping records on student.....	100	5	42	4	58	6

Table II shows the responses in order of frequency below 5 per cent. (See Table II.) It is of interest to observe the variety of responses from the various boys and girls sampled. Almost all of the items are within the correct range of what counselors do in the school district. However, it must be pointed out immediately that counselors *do not* "Expell students" as 29 students indicated. This is a function of the local board of trustees.

TABLE II

*Responses of Students' Understanding of the Duties of High School
Counselors that were less than 5 Per Cent
(1974 students responding)*

Responses	Total N	Boys N	Girls N
Helping to be a better citizen.....	98	46	52
Giving different kinds of tests.....	93	36	57
Discussing student's grades.....	82	29	53
Helping student keep out of trouble.....	77	52	25
Assisting administration with campus supervision.....	77	49	28
Encouraging student to do his best work.....	76	33	43
Helping student correct his mistakes.....	75	38	37
Being student's friend.....	74	35	39
Helping student to understand school rules and regulations.....	72	33	39
Helping teacher better understand student.....	71	39	32
Checking on student's progress and credits toward graduation.....	69	26	43
Discussing failing subjects and poor grades.....	68	36	32
Being available during the day.....	67	23	44
Suspend students for infractions of school rules.....	66	49	17
Taking proper measures with students causing problems.....	63	40	23
Aiding in decisions.....	60	29	31
No response.....	56	34	22
Discussing importance of continuing high school.....	54	22	32
Helping student obtain scholarships.....	48	24	24
Getting to know student assigned to counselor.....	47	15	32
Helping find student's interests.....	44	13	31
Prevent or stop fighting, profanity, or smoking on campus.....	41	26	15
Helping with problems outside school.....	39	20	19
Helping student get back into class.....	37	22	15
Listening to what student has to say.....	37	16	21
Talking to classes about guidance information and assisting teachers.....	36	22	14
Maintaining student's trust and respect.....	35	14	21
Helping with financial problems.....	34	16	18
Keeping school running smoothly and orderly.....	33	20	13
Expell students.....	29	18	11
Evaluating student's records for employers.....	25	10	15
Taking enough time with each student without rushing.....	24	10	14
Substituting for teachers in emergencies.....	20	8	12
Helping student to feel comfortable and welcome.....	19	2	17
Transferring students to other schools.....	19	10	9
Settling disputes.....	18	10	8
Stating: "Do not know".....	13	11	2
Helping student understand himself.....	12	5	7
Helping student with problems with the law.....	11	6	5
Giving student general information.....	11	3	8
Understanding student's hardships and handicaps.....	8	4	4

TABLE II—*Continued*

Responses	Total N	Boys N	Girls N
Helping student keep campus clean.....	7	5	2
Helping give student military information.....	5	4	1
Making studies of students.....	5	3	2
Helping student find lost or stolen articles.....	4	4	0
Attending PTA meetings and other related meetings.....	2	1	1
Preventing gossip and false rumors.....	2	1	1
Assigning and aiding student with locker problem.....	2	0	2
Searching lockers for trouble-making articles.....	1	1	0
Checking restrooms.....	1	1	0
Helping student obtain assignments when ill.....	1	0	1
Helping with transportation problems.....	1	0	1
Taking student home when ill.....	1	1	0

CONCLUSIONS

Through a cross-section of student responses in a school district, it is evident that some light has been shed on the students' understanding of the duties of a high school counselor. The extent to which each student understands this wide variety of duties is not known from the foregoing data. The student's evaluation of the importance of each duty also is not known. The fact that counselors assist in "helping with problems, choosing subjects, and planning programs" appears to be best known. The duties high school students consider most helpful and most important would be worth further investigation.

Vocational Interests of Ninth Grade and Twelfth Grade Students¹

CLIFFORD R. LEBLANC

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A great deal of writing has been done concerning the importance of interests in vocational counseling, interest stability above the high school level, and the relationship between interest and success in school. There is, however, very little pertinent material concerning changes or differences in selected areas of interest between high school grade levels. A survey of the literature paints a conflicting picture of the interest patterns of young adolescents. Some studies indicate that interest patterns do not change significantly and as such may be used successfully in vocational counseling. Other studies maintain that interests of young adults are fairly stable but have to undergo a period of indecision and conflicting desires before they solidify to the point of being consistently identified with any set vocational pattern.

This article reports the results of a study which analyzes and compares the vocational interests of the ninth and twelfth grade students of a county school population.

Method

Seven hundred and fourteen students were administered the Kuder Preference Record (Form CH). Of this number, 339 were males and 375 were females. Five hundred and fifty-five usable tests remained after the inventories possessing unacceptable validity scores were discarded. (25.1 per cent of the total scores were invalid).

The valid test results were separated on the basis of sex. The male (131 ninth graders and 93 twelfth graders) and the female (195 ninth graders and 116 twelfth graders) scores of the two grade levels were subjected to a comparative analysis. A statistical procedure known as the "t" was utilized to determine the significance of the difference between the means of the two grades on the various Kuder scales. The .05 level of confidence was accepted as the point at which a difference was considered to be a true and not a chance difference.

¹ Taken from an unpublished Master's Thesis, Southwestern Louisiana Institute, Lafayette, Louisiana, 1959.

Analysis of Male Scores

The data presented in Table I reveals that there are few differences in the interests levels of the two groups of males as measured by the Kuder. Only the Computational and Persuasive areas showed significant differences, with the latter being the only area in which the difference was significant at the .01 level of confidence.

Areas which showed some tendency towards difference were Outdoor, Scientific, and Musical. On the basis of the statistical procedure used, however, the differences found between the means for these areas were not great enough to be significant.

The Mechanical, Artistic, Literary, Social Service, and Clerical areas proved to be the most stable, with the least amount of change being found in the clerical area.

TABLE I
Means, Standard Deviations, "F" and "t" Scores for the Ninth and
Twelfth Grade Males

Area	Ninth		Twelfth		"F"	"t"
	Mean	S.D.	Mean	S.D.		
Outdoor.....	48.44	12.86	45.63	1.30	1.24	1.53
Mechanical.....	43.23	11.76	43.55	9.99	1.38	.21
Computational.....	26.37	7.63	28.56	7.33	1.07	2.15*
Scientific.....	46.84	11.36	44.70	11.09	1.04	1.40
Persuasive.....	34.02	8.36	39.00	8.74	1.10	4.29**
Artistic.....	28.65	8.85	27.58	8.90	1.01	.88
Literary.....	16.25	6.29	16.72	6.89	1.21	.53
Musical.....	11.40	6.42	10.37	6.45	1.01	1.17
Social Service.....	38.12	10.03	39.13	11.36	1.29	.57
Clerical.....	48.36	10.69	48.25	11.19	1.11	.07

* Significant at the .05 level.

** Significant at the .01 level.

Analysis of the Female Scores

There are several reasons why the interest patterns of high school girls might be expected to be more stable than those of boys. The relative early maturing of females, plus the rather fixed expectations of our society, seem to be factors which channel the interests of girls towards stability early in their high school careers. The results of this study, however, did not confirm this expectation. Rather, the tendency seems to be for girls' vocational interests to change significantly in more areas than was found to be true of the boys' interests.

The statistical data presented in Table II reveals that four of the areas of the Kuder showed significant differences between the ninth and twelfth grade female groups. These areas were Mechanical, Artistic, Musical, and Social Service. Only the Social Service area exhibited a difference between the groups significant at the .01 level.

The Computational, Persuasive, Literary and Clerical areas showed some tendency toward significance. The Outdoor and Scientific area tend to be considerably stable.

Implications

It is interesting to note that the areas of the Kuder which showed significant difference at the .01 level of confidence in this study showed similar change in the study by Shoemaker (5) and in the one by Schmidt and Rothney. (4) It seems logical to assume, therefore, that the increase in the Persuasive area for boys and in the Social Service area for girls may be characteristic generally of high school students of the same age or grade level.

What could account for these changes? This is a question which must be considered if the counselor is to effectively use test data concerning these areas.

TABLE II
Means, Standard Deviations, "F" and "t" Scores for the Ninth and Twelfth Grade Females

	Ninth		Twelfth		"F"	"t"
	Mean	S.D.	Mean	S.D.		
Outdoor.....	31.18	11.94	32.06	13.36	1.26**	.60
Mechanical.....	20.87	9.18	23.40	8.77	1.09	2.39*
Computational.....	22.99	6.82	23.83	7.27	1.14	1.02
Scientific.....	34.61	12.22	34.12	12.36	1.03	.3
Persuasive.....	35.31	9.21	36.60	11.38	1.53**	1.09
Artistic.....	30.82	1.19	28.36	9.09	1.02	2.30*
Literary.....	20.11	6.23	19.13	7.84	1.59**	1.21
Musical.....	14.60	5.97	12.93	6.19	1.08	2.35*
Social Service.....	49.17	8.04	53.14	12.91	2.59**	3.34**
Clerical.....	61.30	13.21	58.35	16.10	1.49**	1.75

*Significant at the .05 level.

** Significant at the .01 level (.02 for "F").

In the opinion of the writer the low scores in the Persuasive area for ninth grade boys may be indicative of several recognized characteristics of early adolescence. The typical boy at this age possesses a general ap-

prehension of the future, has doubts concerning his ability to compete academically and physically with other boys, and, at the same time, faces the added responsibilities of advancing adulthood. These and other factors result in a feeling of insecurity and lack of confidence, for which the boy compensates by showing a dislike for activities requiring maturity decisiveness, and confidence. His dislike for these activities may be reflected in a low score in the Persuasive area at this grade level.

It follows that an increase in this area on the twelfth grade level should be expected, since the students who fail to overcome the pitfalls of this period usually never reach the twelfth grade and those who do have proved themselves. The latter have a good idea of their abilities. Their success in dealing with the problems of adolescence and early adulthood is accompanied by a feeling of self-confidence. They are now challenged by situations which once threatened them. They enjoy determining the attitudes of others and learning to cope with these attitudes. So, at this level, this desire or liking for activities requiring such abilities may help to account for the higher score in the Persuasive area.

While the Social Service interest of the female group is not low at the ninth grade level, it increases greatly at the twelfth grade level. The writer feels that this increase may be a reflection of societal channeling of the vocational endeavors of females into certain expected occupations. High scores in the Social Service area generally reflect a liking for activities such as teaching, social work, nursing, home demonstration work, and other occupations which are clearly condoned by society as being acceptable vocational outlets for females' service interests. If, as she matures, the adolescent girl accepts the role which society condones for her, she is more likely to show an increase in her interest in service activities and to identify herself with the kind of women who are engaged in those activities. It may be this increasing identification that this change at the twelfth grade level shows.

The above conclusions clearly imply the necessity for using Kuder results in a limited frame of reference. If the findings of this study are typical of high school students in general, then counseling for future vocational endeavors on the ninth grade level appears practical in only two areas for the girls and in four areas for the boys. Therefore, it appears that the value of the Kuder lies in determining the interests that students show at the time of the testing situation and in using those interests as a guide for planning present activities rather than as a long range basis for curriculum or career planning. Furthermore, the use of the Kuder at the ninth grade level for vocational planning is particularly questionable for girls because of the great amount of apparent change which their interests undergo during the high school period.

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Highlights of the 1960 ASCA Convention Program¹

THE 1960 ASCA PROGRAM STORY

We hope that, when April comes, you will be traveling the road to Philadelphia for the 1960 APGA Convention. The theme of the convention, "Guidance and the Crossroads of Freedom," will be symbolized not only by the historic setting of Philadelphia but also especially by the issues which will be presented during this time. The ASCA program sessions have been designed to offer counselors four days of exploration and discussion of issues deeply rooted in concepts of guidance and freedom.

Here are a few burning issues which will be explored further in the convention program. What should be the relationship between discipline and counseling in a school setting? What are the ethical and legal principles involved in a counselor working with pupils? What can schools do about delinquency? How can we use knowledge from other disciplines to guide pupils? What kinds of group guidance are effective for the individual pupil? What is the nature of an effective elementary guidance program? How should a community support its guidance program?

Most of the issues presented in the program session will be discussed from a practical point of view. A number of the program participants are persons engaged in the daily task of working with pupils and teachers, building a program, and supervising local school services. Other partici-

¹ Program Committee Chairman, Dr. Lucy Davis, Psychologist, Bucks County Bd. of Education, Levittown, Pa.; Committee members: John Burries, Guidance Director, Bristol Public Schools, Bristol, Pa.; Dr. Carl J. Manone, Director of Guidance, Abington Senior High School, Abington, Pa.

pants are seasoned leaders whose experience over many years will be used to pin-point critical problems and to suggest multiple approaches to ways of work.

A number of demonstrations will be offered as first-hand experiences. ASCA members will be able to see how a telecast may be used in group guidance. Case conferences utilizing varied school personnel will illustrate how teachers, medical personnel, principals can be effective members of the guidance team.

The understanding and use of recent research in counseling will be emphasized in several sessions. These sessions will be shared by practitioners and by leaders of national research groups.

A program of interest to all ASCA members will be the Annual Luncheon on Monday, April 11. The guest speaker will be Dr. Edgar Phillips, Director of the American Child Guidance Foundation. He will discuss recent findings of significance to all who work with children. Dr. Phillips, coming from Boston, will represent a special emissary of the concepts of guidance, freedom and responsibility.

Time will be provided in the Convention program for guided tours about the city, some leisure of one's own, and large and small social gatherings. We encourage you to join many ASCA members for food for thought and days of refreshment, April 11-14 in Philadelphia.

The Use of Popular Songs in Counseling

JACK SOMNY

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Good opportunities and fruitful results await the counselor who wisely uses popular songs in counseling. This is generally an untried and unexplored technique. Nevertheless, it will be an effective one if the song choice is appropriate and if ingenuity is used in the application of the popular song in counseling.

The use of songs in counseling is the utilization of communication on one of its most fundamental and forceful levels.

In counseling at the junior high school level, I have found that popular songs can be used as motivators, mental catalysts, thought-provokers, and attitude re-directors.

The use of popular songs in counseling does not alter the oral counseling process nor does the counseling become "song-centered." A popular song playing on a phonograph is interjected into the counseling conference as a

single record or in a sequence in order to awaken the pupil thought, aid in re-directing attitudes, or to motivate to take action.

The writer's objective is to illustrate now some possibilities in the use of popular songs in counseling with students in order to hint at the potentialities of this practice.

A counselor on the job readily finds that boys and girls in school need much encouragement. Their security is frequently weak. As we know, broken homes, lack of affection, and lack of proper training affect vast numbers of the school population and weaken the security factor. When a child is disturbed by a broken or discordant home it is often helpful to the pupils to have conferences which will assist the pupil to obtain a better perspective and understanding of the undesirable features of human life, to show what one must do to keep one's head above human misery, to aid the student in understanding the task he must "face up to" in getting himself along, to give him much encouragement, and to reinforce this encouragement by repeated playing of the record "When You Walk Through The Storm."

Consider as the next example the student who gets into an occasional "slump" in his school work and yet is not a chronic "loafer." Of course, the "slump" may be caused by many things, such as, the "I don't care" or "just get by" philosophy influence, temporary home circumstances, growing-up physical changes, poor diet, illness, and other things. Whatever the cause, with the exception of serious physical, mental, or emotional difficulties, the student needs an opportunity to evaluate where the "drifting" policy is leading him and what steps he needs to take to get back on the road. To give the student a boost in raising his sights and acquiring a firmer hold on an optimistic philosophy, the counselor can be very helpful by playing several times the popular record "High Hopes" and then reinforcing this record with counseling regarding his philosophy and success.

An example of a sequence of records is shown in dealing with the ever present minority group of "loafers." For the student who has developed an immunity toward personal responsibility it is necessary to expose (perhaps even somewhat cruelly) his untenable position. Certainly, he must be brought face-to-face with his personal deception and the hard facts facing him regarding earning a living. It is possible to lighten the tenor of the conference by playing in sequence "Lazy Bones" and "Brother Can You Spare a Dime." "Lazy Bones" is played to portray to the student his "do-nothing" attitude. The student's present work habits are reflected in this song. The follow-up song "Brother Can You Spare a Dime" provides the counselor with an opportunity to envision with the pupil his future impoverished position unless he summons enough self-discipline to change the trend.

In the next example we illustrate an assist from a popular song to help break the negative and "carping" attitude and outlook (revealed in conference) of a fourteen year old boy whose record shows low "D's" and poor effort. This boy is very expressively negative. In this particular case, it will be almost impossible for the boy to improve unless he begins to be grateful and starts to count some of the things for which he can be grateful.

It is necessary to portray his negative condition to him and also to explain the consequences of such a position. Through questions and comments he is led to see and even admit his negative stand. Then, he is encouraged and instructed on how to change his direction and begin to "happify" his daily life. Repeatedly, the necessity of being grateful is brought out because it is difficult for true personal integration to develop without gratitude. The popular song "Count Your Blessings" is very advantageously used.

Our last example is that of an eighth grade girl who because of background and environment does an outstanding job of being boisterous and uncouth in relation to both teachers and classmates. As a matter of fact she revels in crudeness. In this case, several conferences were held to provoke thinking about a "likeable" and "respected" girl and how most boys look at girls. Also, I tried to promote the idea of acting like a lady and that true beauty comes from within. In the third conference, the more ideal girl was given a big build-up. At this conference I played the popular records "A Pretty Girl Is Like a Melody" and "The Girl That I Marry." The follow-up on this case noted a big improvement in behavior and a strong influence from the records.

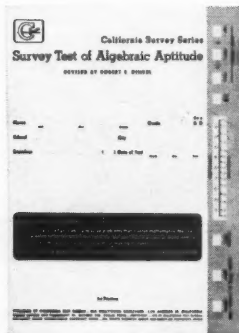
This writer believes that there is a definite place for the use of popular records in counseling. The role of popular records in counseling is probably not a major one but certainly has important minor applications.



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